

Variations on the Family Theme

RUTH WENDELL WASHBURN

IT MAY be true, as that famous declaration of the French people set forth in 1789, that "men are born and remain equal in rights." Indeed some such belief underlies much of the social philosophy of the present day. But now that we recognize how great are the differences in individuals, we know that no two people could respond in any similar way to "equal" conditions in their environment, even if equality could be assured. This is just as true of the boys and girls growing up in one family, as it is of men and women in the larger social order. The mother of four children, in discussing her attitude toward a fifth soon to be born, said that with four such different personalities already in the family, she did not see how a fifth child could avoid being a repetition of one of the others—and therefore perhaps less surprising and interesting. Two years later she laughingly admitted that she had been wrong. Her fifth child possessed an individuality all his own, and she was once more confronted with a new combination of capacities and traits to puzzle out.

Perhaps today we would phrase a "declaration of equality" in some such way as this: *men are born and should remain equal in their right to grow up in an environment which permits them to develop to the utmost every inherent capacity and interest of value to themselves or the social order.* Such a statement is a challenge to society at large and to those interested in individual children in particular.

As the evidence comes in from those scientists who are attempting to discover whether hereditary or environmental factors are more important in determining the constitution and behavior of an individual, the emphasis swings now this way and now that. Perhaps we shall never be able to go farther toward the settlement of this important question—so complex is it when the behavior of human beings

is under discussion—than to make a few generalizations. There is evidence, for instance, that the children of clever people are more likely to be clever than the children of dull people; that the children of tall people tend to be taller than the children of short people; that the children of people with strong "drives" are likely to be similarly equipped; that the rate of mental development of young children in institutions tends to be slower than that of children in families.

The available evidence at present tends to emphasize the importance of the child's environment, interpreting that word in its very broadest sense to include not only pre-natal conditions surrounding the fetus but also everything from foods to philosophies with which the child comes into contact after birth. The practical possibilities opened up by such a belief in the importance of environmental influences are enormous. For, as scientists increase our knowledge about the constitution of bodies and minds and the effect of the impact of environment upon them, we may expect to be increasingly freed from the past. Though many people are glad to point to the achievements of their forebears as a standard which their children may expect to attain, in other instances it is a great relief to realize that a child is not foreordained to fail or misbehave just because one or more of the sixty-two ancestors between him and his great-great-great-grandfathers or grandmothers failed or misbehaved. Since an infinite number of strains are represented in every individual, every new union will result in a child with new, unpredictable potentialities.

But if one were thoroughly conversant with the histories—medical, intellectual, and emotional—of a given family one would naturally find there foreshadowed many of the traits which appear in its children. Although nothing approaching a com-

plete enumeration is here possible, it is well known that certain physical conditions are transmittable, as, for example, color blindness or such defects as too many fingers or toes. A tendency to certain diseases (diabetes, tuberculosis, cancer) "runs in families," though here we are indeed beginning to be freed from the past, because much can be done to prevent the development of such tendencies if they are recognized. Allergic conditions (hay fever, asthma, sensitivity to foods) are found in members of a family; but food idiosyncrasies, in the sense that a child cannot take a specific food because his mother was made very sick by it, are rarely, if ever, transmitted from one generation to another. Appetite and food preferences have commonly been thought to be transmittable, but this has been definitely proved untrue. It is most important to recognize that every child in a family is unique with respect to food necessities. Joan, the first child in her family, was both taller and heavier than other children of her age, though she consistently ate only about a third as much as an average child. Her brother also grew more rapidly than other children, but required both more frequent and more abundant meals than the average.

Like Father, Like Son

It is trite to say that some real social truth underlies most conventions and traditions. Yet the fact that the members of a family tend to attain a common level of achievement probably underlies the custom, common in many older civilizations, of expecting the son without question to follow his father's trade or calling. Though the interests of each child in a family may follow different channels, it is unusual for one child to far outstrip his brothers and sisters in the level of his achievement. (There are, of course, conspicuous exceptions to this, as to every generalization.) A family into which a little girl two years old had already been adopted was considering the adoption of a "brother," three years of age. When both children were studied, it was found that the little girl's responses at two years were already as advanced as those of the boy at three. This implied that she would soon get ahead of him, well matched though they were at the moment. Since these parents were able to choose their child, and since great unhappiness might result for a sensitive boy markedly outdone by a younger sister, it was decided that the boy would

find his fullest development in some other home. Had the girl been the less able child, a different decision might have been reached, since in general less is expected of girls than of boys. Where actual brothers and sisters show marked differences in ability, the fundamental situation cannot be altered. But although such differences are inherent in the protoplasm, some excellence can usually be discovered in every child, and its development furthered. Opportunity to make the most of his capacities will help even the less able child to maintain his self-respect. A defective child whose brothers and sisters were able people had such a good "bump of locality" that he was able to guide the guests of the family about the city—a skill which gave him standing in his own estimation.

Is Personality Predictable?

ALMOST every day one hears statements which indicate that people believe temperament to be transmittable from one generation to another.

"His father was always either on the top of the wave or in the depths of despair; why are we surprised that he has moods?"

Or, "She is just like her mother, very sociable and outgoing."

Parents are likely to keep an eagle eye on their children in order that an attempt may be made to weed out at their first appearance personality traits which are thought to have hampered the development of relatives on either side of the house.

"Look out, you're going to be careless like Aunt Lotty," one child in a family used to cry to another.

"You'll soon be as bossy as Uncle Jim," might be the retort.

In our present stage of knowledge, study of the behavior of a child's relatives helps very little in predicting how that child may feel about events and people as he goes through life. Experience in the physical care of the first child gives valuable pointers for the care of successive children. But when parents face the question of learning how to live with a child or how to modify his personality traits, what they have learned from their other children may not do them very much good. The mother of two grown girls said that practically everything she had learned in her relations with her first girl had to be scrapped when she was working out relations with her second. The first was brilliant and industrious;

the second, brilliant and lazy. The first was responsible, overconscientious, and deeply affectionate, but interested in only a few people. The second was impulsive, never bothered by responsibility, and easily affectionate with a great many people. How could one expect that the same suggestion or attitude would convey the same meaning to the two girls or bring about a similar behavior response?

The more one sees of large numbers of little children, the more one realizes that from the earliest months of life an individual may, and commonly does, behave in the simple situations, as well as the more complex, in a manner that is fundamentally characteristic of him.

"Do you think that is a nice way to behave?" a mother inquired of her six-year-old daughter.

"No," replied the child, facing her realities clearly, "but *it is* the way that I behave."

How insecure we should be, were men and women able to change their personality traits as they can their garments! To whatever we attribute personality, we recognize, as we become acquainted with a child, certain inherent traits and capacities which make up his personality and which we can but accept. Mere commanding or prohibiting will not alter this inherent personality; but if the environment, again using the word in its broadest sense, can be wisely adjusted, modification of even the most unsocial trait may as a rule be confidently expected. The fact that members of a family are able in so many instances to "feel alike about things" suggests that if the adults look to their own ways of feeling, the child's attitudes will slowly but surely modify in the direction of those of the people with whom he is in daily contact and in whom he has confidence.

Share and Share Alike

Family living is an adventure in compromise; without the rumblings and grumblings which seem at times to threaten its peace and unity, it would lose both in savor and in value as life experience.

JOSETTE FRANK

WE ARE prone to think of home as one place in the world where children may be protected from discriminations; where the proverbial saying, "share and share alike," is a living reality. And yet we often find the greatest difficulty in applying this seemingly simple precept in home situations. We visualize the family as a haven, where sisters and brothers may be assured of emotional support not only from their parents but also from one another. We want to be assured that there is some measure of truth in the belief that "blood is thicker than water," that our children will ever stand ready to help each other against a possibly hostile world. And so we are deeply perturbed when never-ending quarrels and bickerings among the children ruffle the calm surface of family living, blurring our benign vision of family unity.

Four-year-old Tony is convinced that the youngest of three children is the underdog. He is always too young to go along when his sisters go out; too young to be allowed to share the family meals;

too young to have a voice in the family planning. His sisters, however, are equally convinced that in being youngest Tony is distinctly privileged. He is never asked to go on errands, to run upstairs and fetch this or that. He is not even expected to be responsible for his own belongings—his sisters must look for his sweater and hunt up his rubbers when he leaves them places. Since Tony never fails to press this advantage, the result is an everlasting discord with incessant appeals from both sides against the unfairness of things. Mornings are marred by protests from the girls that they "won't look for Tony's shoes—he's old enough to remember where he put them." Afternoons are marred by Tony's insistence upon being included in his sisters' play which, as they say, "just spoils everything." And all the family's goings out are marred either by Tony's wails at being left behind or by his sisters' annoyance at his being taken along.

In the very nature of families such situations are common enough. Nor need they, of themselves,

cause foreboding or concern as to the children's future relationships. Childish heartaches and resentments are outgrown and soon forgotten—other things being equal. It is only when other things are *not* equal that family sharing becomes a focal point of potential danger, involving not only the relationship of the brothers and sisters to one another but their individual development as people and as members of the larger society.

In family living what is there to share? First, and far the most important, there is affection—the love of the parents. Bound up with this love are all those factors of parental approbation, appreciation, hopes, and expectations which play such subtle and determining parts in the relationships of brothers and sisters. But many claims may overweight the balance of parental love in one direction or the other; to name only a few: there is the daughter who is the very child her mother has longed for—pretty, responsive, socially successful—and there is her sister who is none of these things; there is the son whose brilliant attainments promise to fulfill the family tradition of leadership—and there is his brother who fits not at all into this family pattern; there is the second daughter whose sex was a bitter disappointment; and there are too all the subtle and indefinable factors of personality attraction and repulsion which operate, however unconsciously, even between parents and their children, and which make for invidious comparisons and preferments.

More Than "Teapot" Tempests

TO THESE deeply rooted parental preferences may be traced many of those poignant difficulties which come to the surface more or less disguised in what appear to be trivial daily matters. Thus, on close scrutiny, we might find that Tony is taking even less than a four-year-old's share of responsibility, because too little is expected of him. Perhaps he is still being protected as mother's baby. Or it may be that his sisters are doing more than their fair share of catering to him because, after all, they are "only girls," while Tony is the long awaited son and heir.

The resentments engendered by these and other sub-surface discriminations often find their expression in recriminations which amaze us by a rancor out of all proportion to the immediate issue:

"You always let the girls go, but you never take me."

"Tony doesn't have to go on errands—why do I always have to do everything?"

"I never get the biggest piece."

These familiar incantations may express only small discontents, may mean no more than they seem to. But they *may* be anguished outcries against much deeper parental discrimination than the children know how to define. Patiently reasoned explanations—"The girls are older than you and can stay up later;" or "Tony has to take his nap, so you must do this errand;" or "You had the biggest piece last time"—will be accepted or rejected as they seem to the children to tell the whole truth, or otherwise.

Each According to His Needs

RESENTMENT will be short-lived, if in day-to-day living the children sense in their parents an essential fair-mindedness that has its roots well below the surface. John, for instance, is three years older than Jerry, and therefore ready for certain privileges that go with growing up. John can go to the circus, for which Jerry is obviously too young—obviously, that is, to everyone but Jerry. He may stay up late on occasion, while Jerry's early bedtime still seems important. But Jerry's pangs of envy are neither lasting nor deep; he knows that his turn for privileges will come, and that without having to wait too long. When one is four there would be scant comfort in the mere assurance that three years hence one might also go to the circus; but a trip to the park with father tomorrow, or a playmate invited to lunch on Saturday is a real and immediate compensation. And even a four-year-old will sense the parental love and understanding with which it has been planned.

Not age differences alone, but also innate differences of tempo and temperament demand finesse if "share and share alike" is to be more than a meaningless ideal. If, for instance, Jerry were a serene, not too imaginative youngster, and John, high strung and easily overstimulated, it might well be that Jerry, at four, could actually stand the circus with no more strain than John at seven; and a postponed bedtime might be no more harmful to the younger than to the older boy, in spite of age levels and standardized tabulations of sleep.

The fact that family recreation in common has become more or less a lost art accentuates these perplexities. For nowadays all the members of the family tend to go their separate ways for recreation

and fun; and the question of age levels and special permissions becomes pressing. In families who still have some shared playtimes based on the needs and interests of young and old (and some still do), there is less likelihood that anyone will feel left out when paths do occasionally part.

But even in a family all secure in parental love and acceptance and in the parental wisdom which can make distinctions without creating bitterness, there are still problems of sharing which frequently disrupt the peace and leave us despairing that our children will ever achieve a state of brotherly love. Here, however, the difficulties involve sharing on a more conscious level, and are by so much the more easily reckoned with. There are to be shared the countless material benefits (or deprivations) which derive from the family's income, ranging from major provisions for educational and physical care to the minutiae of things and belongings. Anyone who has lived in a family knows the countless strivings and grumblings that surround the use of its possessions-in-common—books and play equipment, the piano and the radio, the very living-room itself. Then, too, there are the problems of space distribution and privacy, of which everyone's fair share is not easily determined. And there are the common chores and duties of the household.

These last are particularly likely to become bones of contention in present-day homes, perhaps because the basic laws of social and economic necessity, which formerly governed family work, have altered. When the family's very sustenance depended upon the united efforts of every available hand, there was little room to debate the fine points of sharing work responsibilities. Contentions there were, no doubt, and deep ones; but no overt expression of them was tolerated. Each child was a potential worker for the common well-being, and growing into responsibility was an accepted accompaniment of maturing. But today when neither bread nor shoes nor shelter are made by the family's own hands, when the necessities of life come mostly through the earning and spending of money by adults, the children's contribution to the common weal becomes less apparent and their responsibilities less convincing.

Just as the father has typically become the sole provider, so also the mother in the average fairly well equipped house can and is more or less expected to do single-handed all that is needful to keep the normal affairs of the household running. Whether she *should* do so, unaided by the growing children, becomes a social and ethical question—a question of

consideration and concern, of cooperation and social conscience. But these are values much more difficult for children to understand than the primary law of need.

Yet it is precisely the social and ethical values connected with these responsibilities that we have come to prize most highly today; and since we conceive of the home as the scene of preparation for a larger life, we are deeply concerned that in the home these values shall take root and flourish. It is here too that children must learn the meaning of work and of cooperation. To that end we try to set the stage. If actual needs do not exist, we may even invent them; and we insist upon their equitable distribution—even if there is really not enough household work to go round.

Responsibilities—Real and Synthetic

BUT children are not fooled. One mother, bent on recapturing the lost virtues of old-fashioned chores, was hard put to it to find jobs around the house for her three children; but she did. Polly, she decided, was old enough now to keep her own room in order, except for the weekly cleaning. Catherine could help clear the table and dry dishes on wash-day, and on other occasions of special time pressure. Even little Ellen had her job to do; there were the goldfish bowl and the bird cage to be tended. Mother couldn't be expected to do everything (though she still *did*, somehow, when the children were away, or sick, or just forgetful.) It is not surprising that to the children these tasks seemed a sort of game which their mother had invented—and what if they chose not to play? Each, seeking a way out, watched her sisters for signs of shirking; and finally mother found it easier to do their tasks herself than to settle their incidental quarrels.

But children are as quick as are adults to distinguish between "made work" and real jobs. And they often find unexpected resources in actual emergencies. A mother, who was suddenly incapacitated by a crippling, though not serious, illness, was amazed at the way her two hitherto unheeding children carried on under her bed-directed generalship. There was not a question of who should do what; there were simply certain things to be done, and the two must cover the ground in the time available. It was tacitly assumed between them that Allen, being younger, could not do quite as many

or as difficult tasks as could Barbara. But there were no accusations of unfairness, no recriminations; obviously the situation was of no one's making. Nor was there any time or need for quarreling. The stakes were too real for that. But when the emergency was over, and mother was again able to take over, both children went their way, as unconcerned and as unheeding of domestic affairs as they had been before their housekeeping experience.

Almost at once, too, they resumed the daily squabbling on which mother's illness had evidently called a truce. "Stop using my pencil." "Take your things off my desk." "I saw that first, so it's mine." And so on, ad infinitum. Which goes to show, too, perhaps, that we need not take our children's quarreling too seriously! Sometimes such bickerings as these represent no more than a form of conversation, a way of playing, almost as puppies play together by a fine show of harrassing one another. The most quarrelsome brothers and sisters often leave off hostilities to rush to defend one another from any outside aggressor, or to commiserate in times of distress! How deep-seated or how significant our children's contentions may be, we must learn from more subtle sources than acts and words. What may be a mere piece of by-play in one child, may conceal a deeply felt grievance in another.

So, too, in the matter of responsibility, children differ as widely as do adults; and these differences are manifest not only in their relationships to people but also in their capacities to *do* in the workaday world of things and of tasks. There are children who, at ten, can help in the kitchen, tidy up, and keep their rooms in order—and *like* it! There are others who, at fourteen or still older, find even their best efforts and intentions in these directions fruitless. They go through the motions, but the results are painful, both physically and æsthetically. Useless to point to sister's industrious example; useless to preach and exhort, to scold or reward. Even the spirit is not likely to be willing where the flesh is weak! What each may contribute and what each must receive is more than a matter of age, more than a question of fair shares. And not the parents only but the children too, must learn to bear with each other's limitations. Responsibility and feelings of kinship must surely include this kind of tolerance.

But tolerance is not necessarily synonymous with selflessness or self-sacrifice. In our eagerness to in-

culcate in our children the virtue of unselfishness, we are likely to give encouragement to relationships that are no more desirable or right within the family than outside of it. The brother or sister who always gives in to the others, who is always ready to run the errands, and do the services which the others too willingly pass along, may be impelled by other motives than unselfishness. One may at least suspect that such a child is being obliging as his only means of making an impression upon the family; or that his own inner poverty, his lack of impelling wants, leads him to find his satisfactions in bringing to fruition the wants of others. Real generosity is a two-way relationship; but there is also a certain pseudo-unselfishness which blesses neither him that gives nor him that takes. Nor is it a pearl of greater price than the virtues which, in family life, are often sacrificed in its name. To find pleasure in giving is wholesome and commendable; to find one's *whole* pleasure in giving, to want nothing for oneself, is a denial of life which runs counter to the fundamental needs of self-fulfilment.

Live and Learn

WE COME, sometimes, upon a family that seems a model of harmonious living, where mutual helpfulness and consideration take precedence over each individual's claims and interests, where hostilities are never acknowledged and conflicts never faced. We may well ponder upon the plight of children who must sometime inevitably go out from the shelter of such false security and peace. Where, but in the home, will they find the freedom to express their honest discontents without fear? Where else will they learn the difficult arts of striving and of compromise? It is through their differences—even their quarrels and their heartaches—that children achieve the art of living together in peace.

If we realize that learning to live together—to share, to yield, to take responsibility—is a complex social process and comes hard, we shall not be discouraged by our apparent failures. We shall rather see in the children's contentions a way of learning, as well as a wholesome discharge of legitimate protest, far better unloaded than repressed. And we shall be reassured that out of all the sound and fury there can come a feeling of relatedness among brothers and sisters that will hold through life.

Special Capacities and Special Needs

Competition and rivalry between children in the family cannot, and probably should not, be wholly avoided; but parents must make certain that no child feels he is unequal to "holding up his own end."

SIMON H. TULCHIN

EVERYONE knows that brothers and sisters show greater similarity in physical and mental characteristics than children from different families; but the environmentalists emphasize the importance of a common environment, while the eugenicists stress the factors of heredity. As yet, however, no clear-cut evidence has been brought forth to prove that either environment or heredity is solely, or even primarily, responsible for these family similarities in mental and personality characteristics. Without taking sides in the controversy, we may assume that both nature and nurture play an important part in the development of the individual.

When we consider the practical question of control, we have—or at least pride ourselves on having—more control over environment than over heredity. The long period of human infancy necessitates the exercise of parental influence over the child's environment during the formative years of his life. By environment we mean not only the surroundings and physical conditions in which the child finds himself but also the social influences and personality interactions within the family group. Naturally, these influences are dynamic, constantly shifting and varying in their emphasis; they cannot possibly be alike for all the children in a family. Since fathers and mothers are also individuals, who have their own problems, ambitions, attitudes, and conflicts, the birth of another child inevitably entails a considerable change in the entire family picture. But to the child, the coming of a new baby signifies an even greater change than it does to the parents; to him it is an event which far overshadows the mere addition of another member to the family. No matter what conscious efforts the parents may make to minimize the effect and to prepare the child for the new arrival, the adjustment during the transition period is likely to be difficult. Though it is

not the purpose of this paper to discuss what is involved in being an only child, the firstborn, middle, or youngest child in the family, it is important to remember that the child's ordinal position has an important bearing upon his developing personality.

While brothers and sisters show greater similarity than unrelated children, they also show considerable difference in physical and mental make-up, and even extreme divergence is not uncommon. Whether these differences are primarily the result of native factors, or of environmental influences, or of the interaction of both forces, the need for recognizing them cannot be overemphasized. It is necessary, however, to caution against the general tendency to evaluate them in terms of good or bad. Children may differ in their capacities without one being necessarily better or worse than the other. In some traits the difference may be due merely to age or to the rate of maturation. The superiority of one child in a given field frequently spurs on his siblings to excel in fields of their own.

There is a place for both praise and censure in the training of children. But overabundant praise of one child's achievement and continual stressing of another's faults frequently result in emotional maladjustment. To the hypersensitive child belittling remarks, even if made in jest, may cause undue concern and worry. Parental attitudes need not necessarily be verbally expressed in order to be sensed by the child. Moreover, the parents' emotional make-up often leads them to overprotect one child and to reject another. A father or a mother may have a distinct preference for one child or another; and the children may feel keen rivalry for the undivided affection of one or the other parent.

Depending upon the prejudices and leanings of the parents, a child's special ability or capacity may

be looked upon with either favor or concern. We frequently observe—not in ourselves, to be sure, but in others—how parents unconsciously attempt to fulfill their own unsatisfied strivings and ambitions in the lives of their children. Their desire to provide their children with opportunities for achievement surpassing their own is both natural and praiseworthy. It is essential, however, that they take full cognizance of the capacities, personality, and needs of the individual child. Furthermore, the opportunities they offer must be acceptable to the child himself; otherwise he is likely to interpret his parents' endeavors merely in terms of nagging and pressure. Since few individuals realize their full potential capacity, a certain amount of pressure may prove very helpful; but it must be in the nature of encouragement and understanding of the child's abilities. It sometimes happens that a child who is unable to compete on an equal footing with his brother or sister may compensate for his lack of ability by perseverance, and through sheer industry may come to equal or even excel in achievement; or he may develop unusual skill in a field more suitable to his own capacities and temperament. But on the other hand, he may develop such deep seated feelings of inferiority and inadequacy that competing with the more gifted child seems to him hopeless, and he tries to work out his conflict in socially unacceptable ways. We must remember that these comparisons may extend beyond his own family group. Naturally problems also arise out of a wide variety of situations other than brother or sister rivalry.

Emotional Blockings

BARRING easily recognizable cases of definite mental retardation or physical handicap, a child's failure to make regular school progress is often attributed by both parents and school to his unwillingness to put forth the necessary effort. Only infrequently is any attempt made to analyze the situation behind this lack of effort. Until comparatively recently the fact has not been recognized that children's likes and dislikes for specific school subjects are not always wholly dependent upon ability and effort; we now know that the child's preferences and reactions may also be colored by emotionally charged experiences. Varying periods of time may intervene between the emotional experience and the resulting attitudes and behavior. Even where con-

stitutional factors alone are sufficient to account for the child's disability in a given field of endeavor, emotional and personality problems may further complicate the situation if remedial help is not undertaken at the onset of the difficulty. Analysis of all the factors involved is often made still more difficult because a considerable period elapses between the first manifestation of the disturbance and the time when the child is brought to the psychologist for study.

Resolving Hidden Difficulties

SOME of these considerations may be clarified by a case—that of a boy of nine who was brought to the psychologist because of a reading disability. Psychological tests showed that he had superior ability with both verbal and concrete material. On the Stanford-Binet examination he rated one and one-half years above his age. On a mechanical assembly test he showed exceptionally superior ability. But diagnostic reading tests showed many typical errors, and a general retardation in achievement of two years. Many remarks made by the boy during the tests, as well as the results of the psychiatric study, disclosed the fact that his reading disability was closely tied up with his feeling of rivalry with his brother. His attitude toward reading had been determined long before he entered school and before any attempt was made to teach him to read. He could remember scenes in which his brother, who was two years older, was sitting together with his mother reading to her. At such times he felt left out and wished he might get her attention for himself. He disliked his brother, and quarreled and fought with him both in fantasy and in reality. Because he wanted to excel his brother in a field of his own, he had developed an interest and skill in mechanical things. Ordinary help in reading had already been attempted, but had failed. As soon as the basis for the difficulty was understood and the rivalry with his brother was somewhat adjusted through psychiatric treatment, a very brief period of remedial work cleared up the reading disability, and the boy began to make normal school progress.

We thus see that, given an insecure, hypersensitive child, even an experience fairly common to many children may have emotional significance which results in conflict and maladjustment. It is important, though frequently difficult, to determine

the basis for the disability shown by the child. Disabilities may be caused primarily by constitutional factors and lack of capacity, but these are often complicated by emotional attitudes. In other cases, there may be no lack of capacity and the difficulty may be traced directly to emotional experiences. In the case cited, the difficulty was in reading; but difficulties in other fields may also result; and frequently the maladjustment manifests itself in more general behavior difficulties, rather than in a specific disability.

Parents and schools are increasingly aware of the need for guiding each child on the basis of his own capacities and needs. Individual guidance creates problems which are not always easy to meet, because they are complicated by the emotional ties between

parent and child. In general, the more adequate the adjustment of the parents themselves, the greater is the likelihood that they will be able to handle their children's problems with sympathy and understanding. The child responds best when he is secure in his relationships, and is given the opportunity to develop his own personality in keeping with his abilities and needs. Whether his emotional attitude is based on fact or is the product of his own imagination, the child's development may be seriously thwarted if he is continually under the impression that his brother or sister is treated better than himself. The treatment of personality and behavior problems in children must necessarily depend upon the nature of the problem and the total personality of the child.

"Brothers and Sisters Have I None"

Both the only child and the child who feels he stands alone need the kind of guidance and experience which will help them to build up a sense of "belonging."

ANNA W. M. WOLF AND RUTH BRICKNER, M.D.

WE HAVE heard much about problems which have their origin in the child's particular position in the family group. The first child, who jealously guards his advantage; the middle children, who easily feel bereft; and the youngest, who must battle against being "babied"—each must make a different adjustment. But these are all more or less normal emotional stresses, part and parcel of growing up in a family group of boys and girls. Their problems are those of give-and-take; and the parents' responsibility is to maintain balance and reciprocity. But sometimes a child grows up in a situation which does not offer this invaluable preparation for living with his fellows. The only child is the classic, but by no means the exclusive, example of this kind of isolation. There is also the occasional child who, though he may actually have brothers and sisters, is *in* the family group, rather than *of* it. The adopted child, the stepchild, the child who, though "born in," is seemingly cast in a different mold from the other family members—

each of these differs from the brothers and sisters in the typical large family in that he lacks a ready-made status among his peers. He is "different;" and his first need is to find a footing on which he feels emotionally and socially secure. In helping him to its achievement, parents will need a special degree of understanding and of ingenuity, in order to modify the child's unusual situation in line with more normal needs and adjustments.

The Proverbial Only Child

THE only child is proverbial as a problem, and is regarded—soundly no doubt—as something to be avoided. Parents frequently declare their motive for having a second child is that they "don't believe in only children." Our modern tendency, however, to space the births of babies three or four years apart, too frequently defeats this purpose of providing congenial companionship; instead, many

a presentday family is virtually a series of "only children." With years of experience and development between them, children's interests and needs differ widely. Brothers and sisters, when several years apart, are likely to get in each other's way in big things and in little. Parents should be clear as to what they may properly expect such children's relationship to be. They must accept the fact that brothers and sisters in large portions of their daily lives need to go their separate ways. They must wait patiently, perhaps for years, until these early relationships ripen into affection or companionship.

It is as true where brothers and sisters are widely separated in years, as of the only child, that one of their most urgent needs is for companionship with others of their age and kind. Most parents today are aware of this need, and they can usually find ways and means to meet it. In recent years the nursery school and the play group have kept many an only child from solitude or from the sole companionship of his elders. The children of friends or relatives may be called in, or another home with many children may open its doors so that the only child may come and go "like one of the family." Finding companionship for such a child makes certain demands on the parents. It calls for adaptability, persistence, and some capacity for sociability. They will do well to establish friendly relations with other fathers and mothers. Sometimes also sacrifices, financial and otherwise, must be made. But the job is eminently worth doing and will bring its own reward.

When "Three's a Crowd"

THERE is one problem—and that one of the deepest and most persistent of family conflicts—in which the true only child, with no brothers and sisters of any age, stands alone. This has its origins within the family triangle of father, mother, and one child. From the child's point of view at least, this three-sided relationship seems to place him continuously in an inferior position. Unmindful of the care, thought, devotion, and sacrifice which his very existence entails, he knows only that he is smaller, weaker, less clever, never able to dominate except by indirect means; that he must yield the center of the stage to his parents and their friends, be helped last at table, often occupy the back seat of the automobile alone, listen or keep quiet—but never interrupt—when conversation goes on which

is incomprehensible to him. Above all, he has, in spite of his parents' love for him, a subtle sense of "two against one;" he is aware that there is a relationship of intimacy between his parents which he covets but does not understand, and in which he is always frustrated.

"Why can't we all take turns sleeping with each other?" asked one only child. "It isn't fair that you and Daddy should *always* be the ones to sleep together."

While this sense of exclusion from some portions of their parents' life is to some extent the fate of children even in a large family, the only child has no companions to share his lot, nothing to serve as a consoling reminder that he is not alone. And in addition, the concentration of emotion where there are only three people living together, instead of five or six, is more intense and more sharply focused. The only child has fewer refuges from this universal problem of all children—his relation to his parents.

Another only child was asked by her mother, "If you had a fairy godmother who would grant you three wishes like the princess in the fairy tale, what would you wish for?"

She answered, "First, to have a baby brother or sister; second, to grow up and have a baby of my own; third, to have a chest full of gorgeous costumes."

Every one of these wishes clearly expresses this little girl's deep desire to step into her mother's shoes. In her mind the adult is privileged far beyond the child.

And the "saddest things" she could think of were equally significant: first, "Dying;" second (confessed only after much hesitation and embarrassment), "When you and Daddy pay more attention to each other than to me."

This is the bitter fact that must be borne, and for the only child, borne alone. The parents who understand can, it is true, help—by their sympathy and by the patience and practical ingenuity of their efforts to mitigate the inevitable. They can, for example, see to it that their child frequently has the companionship and undivided interest of each of them alone and undisturbed. And, equally important, they can see to it that such a child gets an occasional vacation from the problems and conflicts which center around the very person of the parents. Only children, even young ones, therefore need to get away from home for short intervals more frequently than do others—not just because at home they are spoiled, petted, "made to feel the center of

the universe" (if they are), but still more because they need a brief respite from these conflicts inherent in any ménage à trois.

Some Standards for Adopting Parents

SUCH problems, like many perplexities of parent-child relationships, seem wished on us by circumstance and by our own inner natures. It might seem at first glance that the adopted child and his parents would have a relatively good chance of avoiding difficulty or at least of meeting it constructively. Haven't his parents chosen to have a child—to have *him* as their child—deliberately and with their eyes open? But though they are probably united in their purpose and have searched until they found what seems the right child, their desire itself may be based on unresolved emotional conflicts. Where parents come to feel bitterly that an adopted child has failed them, one may suspect that the motives behind their choice lacked objectivity and foresight. In one case, a childless wife of Latin stock, volatile and impulsive, selected for adoption a little blond Swedish boy. She had enormously admired the reserve and level-headedness of the occasional Scandinavians whom she had met, and felt that her own nature would greatly benefit by such characteristics. So, one might almost say, she bought and brought home with her as much of those same qualities as she could get. The little boy grew up, slow moving and rather phlegmatic; and though in his own way he enjoyed the evenings of accordion playing and even the chianti, he seemed always to be observing rather than participating in the care-free Southern merry-making. Moreover, because of the very fact that through him the mother was unconsciously trying to solve a personality problem of her own, this ever-present contrast of racial types was continuously and increasingly disturbing. In the end and in spite of a real affection between the parents and the boy, the situation became impossible and a home elsewhere had to be found for him.

Adopting a child to serve as a companion for one's own child seems a more reasonable and less dangerous motive, but even here there are pitfalls. The parents' conception of companionship must be based on a real feeling of equality in their interest and affection for both the adopted and the own child. Any tinge of exploitation, any implication that the adopted child is here merely to fill the other child's need and not his own, will not only do profound

injustice to the one but even more serious injury to the other.

The standards which the best adopting agencies have developed out of their long experience suggest what fundamentals must be taken into consideration: The new home should closely approximate the racial and cultural background of the child; and, still more important, the parents' motive for taking the child must be a genuine love and understanding of children *as* children, which leads them to seek the added richness of well rounded family life. If the adoption is thus safeguarded, the chances of a happy outcome are good.

When a Step-Parent Enters the Family Picture

BUT there are situations in which a child must accept a new parent and in which no such supervision as that of a good adopting agency is possible. The stepchild, for instance, is literally at the mercy of a problem in adult relationships. The emotional adjustment of a child whose remaining parent remarries is dependent on the whole complex of attitudes and needs—within himself and within both the own and the step-parent. Some of the questions which would affect it are: How old is the child? Is he an only child or one of several? Is the new marriage a sequel to death or to divorce? What does he remember of, and what are his feelings toward the other parent? How close is his tie to the remaining parent? Will he be inclined to feel jealous of the step-parent? Is the step-parent an understanding and sympathetic person? How will the child react if he is later called on to share his parent with half-brothers and -sisters? But the very fact that the paramount motivation in the new relationship is the preoccupation of the adults with *one another* rather than with the *child*, may have advantages as well as dangers for the child. It is possible, of course, that he may feel unloved and bewildered. But it is also true that—as compared with the adopted child—he runs less risk of being exploited in the interests of the parents' unfulfilled emotional needs.

Intangible Barriers

WITH all these children—whether "only," adopted, or "step"—what causes the "difference" in the first place is the unusual family situation. This situation may, and often does, become the focal

point for emotional problems, but it remains an objective nameable fact. There are, however, children who, with no such external barrier to be surmounted, somehow are still aloof and alone. Almost every child at one time or another plays with the fantasy of being a foundling. Depending on what his family relationships really are, this fantasy may range from mere idle romancing to an anguished attempt to rationalize a feeling of isolation from the family group. Whether it should be interpreted as a phase of normal growing pains or as a symptom of serious insecurity, can be determined only in relation to its underlying causes.

But sometimes the parents are as conscious as the child of this intangible barrier which stands between him and the rest of the family. It may seem to them that their otherwise comfortable brood harbors one mysteriously ugly duckling; though he is indubitably their own, they "don't know where he comes from."

Parental Blindspots

SUCH a lack of rapport between parents and child is often due to a psychological blindness or some emotional conflict on the part of the parents. They may not wish to recognize as characteristics of their family line the particular traits which in this child seem to them so strange and baffling. He may not measure up to the intellectual standards of his immediate family; or he may have a special bent toward some pursuit or way of life which seems to them undesirable. He may differ so profoundly in temperament as to seem almost incomprehensible; he may be grave or gay, social or solitary, serious or mischievous to a degree that is beyond the bounds of his parents' experience.

What shall they do? Too often, even with the best intentions, they try to cast him in the familiar mold; and when the inevitable warping and cracking appears, their sense of failure leaves them helpless, perhaps defeated and even resentful. Where there really appears to be no common ground on which parents can meet their children, their best recourse is to seek the help of a third party—a skilled counsellor who can act as interpreter, who can guide them in understanding both the child and themselves. Even if they can never fully understand him, a realization that he *can* be understood will go far toward helping them accept as possible assets those very characteristics they have regarded as liabilities.

But in many families the child who by the ex-

ception proves the rule is not so different as he seems. Many parents, provided their own life problems are not profound and unresolved, can learn to accept their "odd" child, to value him for what he is—and to help him fulfill his individual potentialities. If this is to be their goal, they must be wary of cherishing any preconceived ideas of childish excellence. Even "the average child" may in some cases prove a misleading ideal. Most people today have, for instance, small admiration for the precocious child—unnaturally and superficially well mannered, who cannot hold his own with his contemporaries, speak their language, "do their stuff." They prefer a rough and tumble, physically capable, resourceful, independent youngster. Healthy as this attitude may be toward nine children out of ten, it is a positive and sometimes insurmountable obstacle in the way of that occasional child who can never measure up to its robust expectations. This child will need special help in maintaining social relationships which are both sound and satisfying, based on what he, as an individual, has to offer.

How effectively parents rise to the challenge of the "different" child will depend largely on their capacity for self-knowledge and self-mastery. Only as they possess clarity toward themselves and their own capacities and conflicts, can they be clear as to the true worth and fundamental needs of each of their children. But parents can, and do, learn to accept the fact that, even with values which differ from their own, a child may develop into a useful and happy individual. Difficulties are bound to arise when people of opposing temperaments—even though they be parents and children—live together. Such difficulties need not, however, be destructive; they may also be the source of a deeper human sympathy and understanding.

One of the ways in which parents today are truly better equipped than their predecessors is their increasing willingness to take toward their children the attitude of "be yourself"—not in the sense of relaxing all standards but in that of setting for each child standards which have real meaning for *him*. With smaller families, with more knowledge of the psychic bases of personality, they are readier to accept individual differences—and not merely to make allowances for them but to make the most of them. This deep respect for the individual is the one guiding principle by which all children—however out of the ordinary their circumstances or their temperaments may be—can safely be guided.

Parents' Questions and Discussion

These discussions, selected because of their interest in connection with the topic of this issue, are presented for the use of individuals and of study groups.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, *Director*—JOSETTE FRANK, *Editor*

Brother and sister, aged five and four, have always played together. The boy is very manly and protects and helps his little sister in everything. I can even depend upon him to take care of her when I am busy. But now they are going to a play group and the little sister is devastated by the fact that they are separated into two different age groups. She "wants" to go, but all the time she is there she wails for her brother. She keeps begging to be in his group, and since the teacher-in-charge is strongly opposed to such a change I really don't know what to do. Can you suggest a way out?

The immediate problem here seems less important than the need to realize how these two children "got that way." The group situation is merely bringing into relief a condition which calls for careful examination. You have probably been happy that the children are so devoted to one another; and it is fine that they are so. But there is a kind of "devotion" which cloaks a too easy dependence on the one side and domination on the other. We often see this kind of relationship between adults, in whom we deplore its effects. But in children we are likely to encourage such a relationship as charming and precocious.

I should say that the separation of your children in their play groups will prove to be the best possible thing for both of them, if it is wisely managed and if the whole situation is intelligently understood by the teacher-in-charge. At home there may be an atmosphere which leads the boy to think that this protective attitude is expected of him. If he is getting real satisfaction out of being protective it would be well to offer him additional outlets for this perfectly acceptable impulse. For example, you might give him a pet which the children could both enjoy and mother. To encourage the children to think

of themselves as separate individuals, avoid constantly coupling them in talking to them or about them. You might even invite separate playmates especially for each on some occasions. The little girl probably also needs to be encouraged to develop her own play interests and a certain amount of independence in routines, such as dressing and feeding herself, and doing small things for herself which will give her the satisfactions of success.

In my anxiety to forestall the jealousy of my two-year-old son when his baby sister was born, I went to great lengths to give him my own undivided attention, leaving the infant's care largely to a very competent maid. Now I fear that I succeeded too well—my boy, now ten, is very secure and happy, but the little girl is so fiercely jealous of his position in the family that she is really unhappy most of the time. Is there any way to undo what I have done?

You may be exaggerating the extent to which this deliberate attitude of yours has created the present situation. A girl's resentment of an older brother is common enough, and has its roots in a number of obvious facts. The privileges that go with being older, the very maleness of the boy, and his consequent superior strength and skill in certain directions may make him an object of quite understandable envy. If, in addition to these obvious advantages, your boy has also a greater claim upon your affection and interest, the jealousy is, of course, increased a hundredfold. It seems important to consider whether your own emotional tie-up with the boy is not a present and continuing one, rather than, as you believe, due to this early conditioning. It may well be that your boy does mean something to you which your girl does not—whether by virtue

of temperamental similarities or differences, or for other reasons not apparent even to you. The very fact that you took personal care of him in infancy and not of his sister, may have strengthened your own bond of feeling toward this one child. Then, too, you have not mentioned the children's relationship with their father. It is important to know how they stand with him.

However, your obvious course is to build up the little girl's security and confidence in two ways: first, by helping her to develop her own potential strengths and skills, unrelated to those of her brother, and to value her own contributions; and, second, by using every occasion to offer her reassurance of her importance in the family. But if your efforts to help her along these lines seem unsuccessful, and if her jealousy seems too intense to be explained on the ordinary grounds, you would do well to examine your own emotional attitudes toward the two children through seeking professional help.

I find myself faced with a difficulty which I am sure derives from the fact that my eight-year-old girl is an only child. Last summer a friend invited my child to spend the summer at the beach with her own family. She is truly fond of children and extremely understanding of them, and since one of her children is the same age as my child, and an accepted playmate, this seemed an ideal plan. My child went gladly; but her stay was most unhappy, because she simply could not adjust even to the simplest demands of a family situation where she was one of several children with whom she must share things, including the adult attention. Will she ever be able to make such an adjustment if this very protected situation was too difficult for her? How can I help her?

The transition you planned was probably too great for a first step away from home. It seems a pity that it could not have been done more gradually, in visits of a week at a time several times so that she might have started with the status of guest and slowly learned to accept the family and her place in it. For a first experience it might have been better to place her in a more impersonal set-up, such as a small group or camp where she could learn to share and to subordinate her wishes to those of the group, without the added strain of having to share a mother—that must have been the hardest bite for a little girl to swallow!

It certainly would seem wise to keep on trying to give her experiences in group living, beginning on

a smaller scale, with visits over-night or for a few days. Then she will probably want to invite these children to visit her, and here you yourself will have an opportunity to introduce her to the essentials of sharing.

At the same time you will have to accept the fact that there are certain inherent handicaps in being an only child which no amount of "socializing" can alter. (See article on page 11.)

Whenever I ask my ten-year-old girl to do something for me she finds all sorts of reasons why she can't at that moment. Thereupon her brother, who is seven, usually offers to do whatever is needed, and does it promptly and cheerfully. Though he loves doing these things, I feel it isn't fair for him to do all the fetching and carrying, while his sister slides out of all responsibilities. Yet I don't know how I can make her cooperate if she won't.

I agree with you that the boy should not be allowed to do all the fetching and carrying, for, aside from any principle of sharing that might be involved, he is possibly using this as a means of winning the adult favor and approval. It is important for his own development that he find more fruitful means of achieving both self-approval and adult praise. As for the girl, one has to grant, sometimes, her right to refuse, or at least to postpone, certain requests. If she is engrossed in what she is doing at the moment—whether it be reading or some other activity—she ought not be asked to "go at once" unless the thing to be done is really of an urgent nature. We have constantly to guard against using children—especially the willing ones—for services which are not really needed, or for saving ourselves from the results of our own bad planning. If you can plan a little ahead, so that most of your requests are worded, "When you have finished that," or "Sometime before five o'clock," your child may respond more readily on those few occasions when it is necessary for her to drop what she is doing and go at once. Then, too, you might try to take her in on what is going forward, so that she understands the need for what is being asked of her and feels the value of her contribution: "I am rushing to finish this dress so that I can wear it tonight;" "Father just telephoned he is bringing a guest to dinner, and I want to make this special dessert." Such an attitude makes the child a part of the project under way, and gives her an opportunity to evaluate her own contribution.

I have three children, sixteen, fourteen, and four years old. The two older ones look upon the youngest as a sort of plaything whom they alternately tease and coddle. They are making him sulky and intractable. What can I do?

The older children should be mature enough for you to talk over this problem with them in a way that will give them insight into what is involved in being four years old and in growing up. Children in their teens often become very much interested in the psychology of child training. If you can make them see the relationship of their attitude to their brother's behavior, and get them to realize how deeply and permanently they may be injuring

him, you may arouse their feelings of responsibility for his mental and emotional development. If they are truly fond of him they will respond desirably.

Of course, it is possible that the baby has been made too much of by all the adults and that they actually have rather mixed feelings toward him. If this is the case, you may be able to give them the reassurance they need. Have the older children enough outside activities to engage their interest and energies? By finding new interests which you might share with them you will not only make them feel that you are still "theirs," but also you will provide them with channels of expression that they will find more fruitful than "playing with the baby."

(Continued on page 29)

Suggestions for Study: Brothers and Sisters

TOPICAL OUTLINE

1. HEREDITY AND ENVIRONMENT

Possibilities for vast dissimilarities even among children of the same parents.

We inherit through our parents rather than from them; the meaning of "recessive" traits.

Each personality is a product of the interaction of heredity and environment; the task of education is to help each individual to develop his native capacities to the utmost.

2. RIVALRIES AND ANTAGONISMS

Children in the same family may have different interests and needs by virtue both of temperamental and of age differences; importance of parents' seeing that each child gets his due and that no one of them imposes habitually on another.

Some quarreling and frictions are normal and are the stuff by which children learn the art of living together. Extremes of either hatred or love between brothers and sisters are not wholesome; the causes should be carefully considered with a view to correction.

3. THE "DIFFERENT" CHILD

Adopted children, stepchildren, and only children are likely to present special problems which may, however, be solved where the parent feels real affection and possesses understanding.

Frequently even "own" children seem "different." Much insight is required on the part of the parent to determine how far they can be helped to achieve all-round development—how far they have real limitations and should be accepted for what they are.

4. PARENTS AND CHILDREN

Parents' preferences and attitudes, both conscious and unconscious, are sensed by their children and have a profound effect upon their relationships to one another.

It is important to judge each child in relation to his own capacities, not in the light of another's achievements.

PROBLEMS FOR DISCUSSION

1. John, who is three years older than Arthur, is slow at school work so that Arthur is likely to catch up to him in school. Arthur is also more attractive to friends and visitors so that John feels inferior and dis-

couraged. Should John have special tutoring? Should Arthur be held back in school? Should they be sent to separate schools? What else can you suggest to help John? Discuss.

2. Mary, age fifteen, is bookish, serious minded, and less sociable than her eighteen-year-old sister who has been outstandingly popular with both sexes and has many "dates." Mary positively refuses to go to dances and has friends only among a few somewhat "odd" young people. How can her parents help her?

3. How can their parents determine whether or not the quarreling between Paul and Kate is wholesome enough to let alone or whether on the contrary it is embittering and destructive? Paul is three years older and lords it over his sister, who though secretly adoring, lacks the necessary "come-back" and is usually reduced to tears by his teasing.

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Science Contributes—

Some Recent Studies of Family Inheritance

FROM the very beginning of human history, children in the same family have surprised their parents by "turning out so differently." Explanations as to why the sons and daughters of one man and woman should be so unpredictable in both their likenesses to, and their differences from, the family pattern have varied with the ages; but the parents' astonishment is perennial. Even today we sometimes forget that variety, as well as similarity, is part and parcel of our human heredity. The scientific laws which govern this "diversity within similarity," which is the paradox of family resemblance—between brothers and sisters, parents and children—are being continuously studied from many angles.

Some of the findings which have contributed most to our general knowledge of heredity have been, in a sense, by-products of studies of the part it plays in special conditions. In a survey of *The Role of Heredity in Disease*,* Dr. Madge Thurlow Macklin gives an illuminating picture of the ways in which such investigations have not only aided the physician in safeguarding health but have also clarified some of the problems of the geneticist. While Dr. Macklin's technical analyses are addressed to professional workers, her summary of present-day developments in genetic research is of real value to everyone interested in family life:

For some forms of plant and animal life, family trees have been mapped with such accuracy that their course of inheritance over the generations can be predicted; but the student of human heredity can chart no such map. Although known varieties of peas may be crossed, and known strains of livestock may be bred, experimental mating—which Dr. Macklin calls "the most essential method available to the student of heredity"—is by its very nature out of the question among human beings. The scientists whose "subject" is mankind are "limited to the observation

of an experiment they have not planned, about the beginning of which they know nothing, and the course of which they cannot control." Since they cannot conduct controlled experiments, their research demands a threefold approach: the geneticist delves into the mechanisms of heredity; the statistician interprets the massed evidence of many thousands of human lives; and the clinician follows through the medical experience of single individuals.

Modern genetics gives scientific proof of the one fundamental which is so obvious that it is often overlooked: the very mechanisms by which the process of heredity is made possible are themselves hereditary. The fertilized ovum of the hen, for instance, always develops into a chick, while the fertilized ovum of the human organism always develops into a human being. This whole mystery of growth and of the specific nature of each species is locked with the germ cells—the sperm and the egg which unite to form the new individual, and are thus the only link between one generation and the next. Though these links are so minute, they are amazingly complex; for within them are infinitesimal bodies which we call the *genes* and the *chromosomes*.

The genes are the "building materials" of all our hereditary characteristics; but our detailed knowledge about their location and precise nature is far less complete for human beings than for some of the simpler forms of life. We know, however, that they are the actual carriers of inherited traits, and that in man, as in Mendel's famous flowering peas, some of these traits are dominant and some are recessive. Anyone who has seen a chart of Mendel's "law of inheritance" in an elementary biology knows

in general that a dominant trait is one which will be evident even if it is inherited only from one parent, while a recessive trait becomes apparent only when the same trait is inherited from both mother and father.

The genes are not isolated from each other but are linked in "groups" or "bundles," within the chromosomes. Since in man there

With this issue CHILD STUDY begins a new monthly department on current scientific information of special interest to parents. Its purpose is to present and interpret whatever—in medicine, psychology, or other scientific fields—is of practical importance in relation to the development and guidance of children. As advisers to this Department, the Editorial Board will call upon qualified special workers from various fields.

* *The Role of Heredity in Disease*. By Madge Thurlow Macklin, A.B., M.D. Medicine, February, 1935. Published quarterly by The Williams & Wilkins Co., Baltimore.

are only forty-eight chromosomes, it is obvious that each must carry a large number of genes, though which chromosome carries which genes is a question still to be fully answered. We know further that the chromosomes occur in twenty-four pairs, one of each pair coming from the maternal and one from the paternal line. But as the germ cell matures, these paired chromosomes separate—one, and one only, of the pair going into the maturing cell. At the moment of conception the egg and the sperm therefore each contributes to the new individual half its chromosomes; these pass on their particular “bundles” of genes, while the remaining chromosomes and genes are irretrievably lost.

There are thus two main causes for the infinite variety which heredity produces: first, some traits are recessive, and do not appear in every generation (though they may reappear under given conditions); second, the splitting off of the paired chromosomes makes possible endless combinations from generation to generation. In other words, heredity is not the handing down from parent to child of ready-made, full-fledged characteristics but rather “a new deal” to each child, which recombines in him a well-nigh unique selection from an infinity of ancestral traits.

The constant interplay between resemblances and individual differences is what gives perspective to the family picture. It is true that the very potentialities of normal growth by which a baby matures into a man are themselves hereditary, and that even “physical type” and “constitution” do definitely run in families. Thus, because there is always the chance that brothers and sisters may inherit at least some of the same chromosomes, they usually resemble each other more closely than they do outsiders. But because no two of them (except identical twins) are likely to get exactly the same “deal,” each child remains a law unto himself.

Furthermore, heredity may be either accentuated or obscured by non-hereditary influences. Although “acquired characteristics”—the whole accumulation of what we learn by experience during our individual lives—cannot be passed on to our children through our genes and chromosomes, they can and are passed on by whatever social heritage we give our children.

And so, when we are told that “whatever goes into a given mating comes out in the offspring with mathematical precision,” we must remember that “whatever goes into a *human* mating” is still to a large extent an unknown quantity, and that, in any

case, the “mathematical precision” of the result must be computed by higher mathematics rather than by any simple rule of thumb.

We can, however, see the main outlines of the picture more clearly and evaluate its practical importance more justly, if, as Dr. Macklin points out, we clear away some common misconceptions. Many people—including some doctors—seem to think, for instance, that *hereditary* traits must always be *congenital*, which would mean that they would have to be apparent at the moment of birth. But since all we inherit is the predisposition to develop in certain ways under given circumstances, it should be obvious that some hereditary traits cannot be apparent at birth—or for many years thereafter. The fact is well established, for example, that longevity is hereditary and will manifest itself in certain families, unless accident or infection interferes. But obviously it is not apparent at birth; it actually demands more than an average life span before it has a chance to become apparent. It should therefore be clearly understood that *hereditary* and *congenital* are not interchangeable terms.

Another term, *familial*, is also frequently misused. This word implies a trait common to several members of a family, but not inherited. Careful study of many so-called familial traits shows most of them to be inherited, but often of a recessive character. The word *familial* therefore has little value and should be discarded in any genetic discussion.

Heredity may “skip” one or more generations, because we all carry and may pass on to our children many traits which are recessive and therefore do not come to the surface in our own visible characteristics. But if two individuals with the same recessive trait (however unmanifest in the individuals themselves) marry, this latent trait has a chance to appear in some of their children.

Studies of cousin and other inter-family marriages have been particularly helpful in clearing up this point. The particular characteristics traced were certain physical peculiarities, which are so unusual as to be of little significance in the general population, but are extremely important in clarifying some of the mechanisms of heredity. One rare congenital disease, for instance, was long assumed to be non-hereditary because the parents are never affected. “It can’t possibly be hereditary,” it was said, “since children so afflicted always die in infancy.” This seemed to settle the matter beyond argument, un-

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Book Reviews

Willingly to School. By the staff of the Fox Meadow School, Scarsdale, N. Y. Produced under the direction of Claire T. Zyve, Director. Round Table Press, New York, 1934, 110 pp.

This is a living record, in photographs and simple text, of what progressive education *is*—and is doing in a public school which has the good fortune to be working under exceptionally favorable circumstances.

In the foreword, Willlam H. Kilpatrick says, "That this movement has conquered in elementary education is perhaps not too much to claim." . . . Yet "there is still much thoughtful work to be done. . . . And it is not only with children that we are concerned. Teachers and parents too must study and learn to grow."

In this small volume—made up of brief comments by the school staff, reproductions of children's creative writing, and a collection of unposed photographs, beautifully taken by Wendell MacRae—we catch inspiring hints of how one school brings children, teachers, and parents together in the shared enterprise of education. The pictures are so outstanding that the text is in some danger of not being read, and this would be a pity because actually the pictures tell only part of the story. Alone they might perhaps seem to justify the criticism of those who have well founded objections to schools that appear to be all "activity" and no "education" in the conventional sense. By reading the text the critic may be reassured that the necessary disciplines and techniques can be acquired in the new way, at least as effectively as in the old.

It is difficult to select pictures for special comment—two girls intently threading a sewing machine, a boy's concentrated curiosity about the "innards" of a truck, a study of young hands planting flowers, and the many glimpses of boys and girls caring for a whole family of pets, from ducklings to a calf are only a few. The prose and poetry, by children between six and twelve years of age and reproduced in their own handwriting, are equally childlike and vivid in their imaginative quality.

The book itself bears testimony to the validity of the school's purpose, as stated in the introduction: "All of the activities indicate that learning is asso-

ciated with a very definite purpose, selected and recognized as worth while by the children because it is a vital part of their immediate life. Gradually the visitor realizes that an outstanding characteristic of the school is the confidence of the children—the assurance with which they undertake their work—the feeling of success which is readily apparent. These activities represent a positive theory that the school derives its vitality and meaning from the life of the community and is acutely responsive to it." M. R. L.

Parents Look at Modern Education. By Winifred E. Bain. D. Appleton-Century Co., New York, 1935, 324 pp.

As the title indicates, this book is for parents, the general run of parents who may have thought very little about educational problems since their own school days, but who must now perforce think about them again as they supervise the education of their children. Schools have changed since "the good old days"—more in some places and less in others—but the general trend toward more progressive practice is sufficiently wide-spread to challenge any thoughtful parent to question, observe, and reevaluate educational aims and school techniques.

With a keen understanding of the questions which such parents will ask, and with a basic understanding of the values which they should consider in seeking their answers, the author has set forth, in simple and readable style, a description of the newer aims and methods of the school world, the reasons for their development, and something of the results. Here the puzzled parent may find answers to many of his specific questions: Why the disappearance of home work? Why this queer new style of writing? Do children ever learn to read by this strange method of coloring pictures? What has become of formal grammar and the various kinds of arithmetic of which our children have never heard? What is an I. Q. and what is it good for? Why do some schools never demote anyone or skip anyone? Should young children be sent to nursery schools and by what standards should such institutions be judged?

But despite its praiseworthy explicitness in answering these and many other questions, this book is much more than a lexicon of specific answers. There

is a skilful interweaving of modern educational philosophy which forces the reader to face fundamental educational questions in answering the more superficial ones. What sort of people does the world need, and what kind of educational experience is likely to produce them? What does discipline really mean, and what place have rewards and punishments in procuring it? What sort of people should teachers be, and what should a community expect of them? Does education begin and end with formal schooling; and if not, how can home, school, and other community agencies work together in a consistent educational program? In short, how can parents evaluate the education their children are getting, and what can they do about it? This is the basic thought behind the book.

To the progressive educator this is a familiar tale. But many a progressive principal should welcome this book as excellent ammunition to use on a conservative school board or parents' organization; and many a progressive parent should hail Miss Bain as an ally in spreading the demand for more progressive methods in conservative communities. H. G. S.

*Sex Education—Facts and Attitudes. Child Study Association, 60 pp., 1934.**

The Child Study Association has done a splendid service in publishing the compact, meaty little book for parents, *Sex Education—Facts and Attitudes*. It is the best sixty pages of reading matter which this writer has yet seen. Every one of the eight authors who contribute the articles which make up this little treasure-store of wisdom has "struck twelve," so to speak. They have all met the primary demand of modern psychology, they have "faced reality." It is the most definitely progressive of recent publications, but is wholly free from fads, guesswork, and mere dogmas.

The outstanding characteristic of all the articles is the recognition of the emotional factor in sex. In the opening chapter, Cécile Pilpel says, "We are physically and psychically so constituted that sex affects our emotions, along with our thinking, and talking about sex is consequently an emotional as well as an intellectual experience. Intelligence and emotion do not exist apart here, and we might just as well accept that at the outset." And later she trenchantly adds, "We must learn to distinguish between sex information and sex education."

* Reprinted with the permission of the reviewer and the editor from the February, 1935, issue of *Marriage Hygiene*.

It is difficult to discriminate between the eight valuable sections of the discussion, but perhaps that on "The Dilemma of Sex Education" by Anna W. M. Wolf, should top the list. She at least clarifies the problem, which, she says, "becomes one not only of education for sex in adult life, but also of facilitating the normal development of real sex feeling from infancy on, instead of attempting in childhood to intellectualize or spiritualize it out of existence. . . ."

The following bits are indicative of the honest, rousing quality of the discussion. Benjamin C. Gruenberg says: "You do not have to say a word. What you truly believe, what you truly value, and what you truly fear you will reveal. You can hold your tongue regarding sex. But you cannot hide your silences. . . . Whatever the school or the playmates may or may not do, we parents are actually giving our children sex education." Dr. Leonard Blumgart says: "The parents' role in the sex education of their child is primarily that they shall have achieved their own." Floyd Dell points out how hard it is for many parents to meet the needs of their children in any thorough way. "They say, 'We may be doing terrible things to our children. It's all very mysterious and frightening, isn't it? Who knows what to do nowadays? We try hard to keep up with modern ideas.' And meanwhile they are neglecting their perfectly obvious responsibilities. They are clouding their minds with a haze of technical phrases in order to feel helpless and keep on avoiding their responsibilities." Professor Edward L. Sapir, in the closing chapter says: "The sex nucleus is perfectly obvious and no love that is not built up around this nucleus has psychologic reality. But what transforms sex into love is a strange and compulsive identification of the loved one with every kind of attachment that takes the ego out of itself."

This little book may well become a parent's bible on sex.

MARY WARE DENNETT

Some Recent Books for Parents

Listed by the Bibliography Committee for 1934-35

Birth Control: Its Use and Misuse	304 pp.
by D. D. Bromley	Harper & Bros.
Building Personality	311 pp.
by A. Gordon-Melvin.	The John Day Co.
Case for Vocational Guidance	92 pp.
by Angus MacRae.	Sir Isaac Pitman & Sons
The Child	707 pp.
by Florence B. Sherbon.	McGraw-Hill Book Co.
Child Analysis	
The Psychoanalytic Quarterly, January, 1934.	

Child Psychology	419 pp.
by George D. Stoddard and Beth L. Wellman.	The Macmillan Co.
Children of the New Day	332 pp.
by Katherine Glover and Evelyn Dewey.	D. Appleton-Century Co.
Choosing a Career	274 pp.
by George Bijur.	Farrar & Rinehart Co.
A Common Faith	87 pp.
by John Dewey.	Yale Univ. Press
Content of Motion Pictures	234 pp.
by Edgar Dale.	The Macmillan Co.
Developmental Psychology	619 pp.
by Florence L. Goodenough.	D. Appleton-Century Co.
Facts and Theories of Psychoanalysis	308 pp.
by Ives Hendrick, M.D.	Alfred Knopf & Co.
Five Hundred Delinquent Women	539 pp.
by Sheldon and Eleanor Glueck.	Alfred Knopf & Co.
General Psychology	657 pp.
by Gardner Murphy.	Harper & Bros.
Growth and Development of the Young Child	394 pp.
by Rand, Sweeny, and Vincent.	W. B. Saunders Co.
Handedness: Right and Left	439 pp.
by Ira S. Wile.	Lothrop, Lee & Shepard Co.
Healthy Babies Are Happy Babies	321 pp.
by Josephine H. Kenyon.	Little, Brown & Co.
Individual Differences	355 pp.
by Frank S. Freeman.	Henry Holt & Co.
Infant Behavior	343 pp.
by Arnold Gesell and H. Thompson.	McGraw-Hill Book Co.
An Introduction to Sex Education	312 pp.
by Winifred V. Richmond.	Farrar & Rinehart Co.
Leadership in Group Work	305 pp.
by Henry M. Busch.	Association Press
Leadership Manual	127 pp.
by Florence M. Hornback.	St. Anthony Guild Press
Mental Hygiene and Education	295 pp.
by Mandel Sherman.	Longmans, Green & Co.
New Horizons for the Child	212 pp.
by Stanwood Cobb.	Avalon Press
Others Call It God	140 pp.
by Jeanette Perkins.	Harper & Bros.
Parents and Purse Strings (pamphlet)	
ed. by Elizabeth J. Reisner.	Teachers College
Parents Look at Modern Education	350 pp.
by Winifred E. Bain.	D. Appleton & Co.
Picture Making for Children	120 pp.
by R. R. Tomlinson.	London Studio Pub.
Principles of Adolescent Psychology	437 pp.
by Edmund S. Conklin.	Henry Holt & Co.
Psychoanalysis and Medicine	238 pp.
by Karin Stephen.	Cambridge Univ. Press
Psycho-Analysis for Teachers and Parents	117 pp.
by Anna Freud.	Emerson Books
Radio, the Fifth Estate	301 pp.
by H. S. Hettinger.	Annals of Pol. and Soc. Science
The Religious Situation	182 pp.
by Paul Tillich.	Henry Holt & Co.
Road to Adolescence	293 pp.
by Joseph Garland, M.D.	Harvard Univ. Press
Seven Psychologies	450 pp.
by Edna Heibredner.	D. Appleton-Century Co.
Willingly to School	109 pp.
Produced under the direction of Claire T. Zyve.	Staff of Fox Meadow School.
	Round Table Press
A Wise Choice of Toys	111 pp.
by Ethel Kavin.	Univ. of Chicago Press

City Eyes

Children's books that find adventure in familiar streets.

CITY streets hum and buzz with endless traffic—cars, buses, trains, and trolleys. The city sprawls north, south, east, and west, seemingly formless; yet underneath the scramble and haste it has a pattern and rhythm. To understand the form of the city's life is as much a part of a city child's education and pleasure as knowing the procession of seasons and the duties that follow them is a part of the country child's life. In the city, however, it is much more difficult to pick out the functioning units that make the wheels go round. The pattern is not so apparent.

It is here that books are indispensable not only to keep the child's eyes wide open to what is happening around him but also, as his first hand experiences widen with his years, to help him see the larger relationships between the city and the world. When a seven-year-old looks at the city panorama, he sees the daily coming and going of those who serve his needs. He knows, for example, the milkman whose rounds are part of his life. He may never think beyond the milk-bottle—may think the milk just grows in it; but the day in and day out coming of the milkman is part of the rhythm of his life. The drama of the milkman and his horse is made richer for him if he knows the story of *Skags, the Milk Horse*.* It is an almost nationwide pattern that Skags symbolizes.

Besides the milkman there is the postman whose uniform and daily visits become a background for the child's life. In such books as *The Postman* the curious child can learn more about what happens to a letter than he ever believed possible. Other books in this series are *The Motorman* and *The Policeman*. *Mr. Brown's Grocery*, *Billy's Letter*, and *Jip the Fireman* should also be grouped with these simpler stories of familiar figures.

The fireman is more than just an everyday occurrence on the city streets. The clang of the engines, the red hook-and-ladder trucks, the huge hose-bearing vehicles, the chief's swift car—these are parts of the city's life that children over and over again reproduce in their play. Movement and drama are inherent in fire-fighting and thousands of sixes and

* These books, with authors and publishers, are listed on page 30.

sevens play fireman without knowing more about this city worker than his costume. There are a few books which give greater insight into the life of the fireman: *The Fire Fighters*, excellently illustrated, and *The Fireman*, sold for ten cents, are full of intimate details about the life of the station house.

Without leaving the block where he lives, the seven-year-old sees the city life only as it comes to him—the garbage man, the street cleaner, the electric light man, the gas man, and the telephone man. All day long delivery wagons and trucks pass back and forth with food, clothes, and materials. At seven he may not question where the men and machines come from or where they go. At this stage of interest, *I Live in a City*, *Here and Now Story Book*, and *City Stories* give children the first basic city patterns in verse and prose which weave together all the little loose strands of observation and play. *To the City*, a ten cent book, tells the same story in excellent photographs. But when eight- and nine-year-olds begin venturing off the city block, larger patterns of living become apparent, and unless these larger designs are explored both by trips and stories, their relationship to the city block is lost. At this age children ride in trolleys, elevated railways, and subways. They travel over bridges, boulevards, and highways. They see complicated systems of traffic control lights, signals, and whistles. They begin another phase of exploration and understanding. In three little booklets—*Boats and Bridges*, *Streets*, and *Trains*—there is a gallant effort to spread this complicated maze into an integrated pattern. For somewhat older children, *Manhattan Now and Long Ago* makes a relationship between men, streets, and work that clarifies everyday experiences and enlarges them by tracing today's intricate city design back into the past until its very first beginnings are discovered. Here is history, geography, economics, and drama in related layers for children to put together.

By ten and eleven the city begins to emerge as part of a larger and older world. Every city either had, or has a *raison d'être*. There are harbor cities, river cities, railroad cities, industrial cities, water power cities. No matter what kind of city, the people in it must have food, clothing, and the wherewithal to live brought to them; so that every city has markets for food, warehouses, and boats, trains, or trucks. Such books as *Clear Track Ahead* and *Trains* help in unifying the world on wheels. A harbor city like New York opens up the world to

children. Along the shore-line are the piers with boats—tankers filled with oil, freighters with food and produce, ferries, schooners, fireboats, and most magnificent of all, passenger liners bound for ports at the four corners of the earth.

Out in the harbor are lanes, anchorage areas, buoys, and lighthouses. All roads lead to the city. To understand its life, trips to the harbor are needed and books to supplement the trips. There are books like *Full Steam Ahead*, which gives a picture of the great New York Harbor from the point of view of a passenger on a great liner. *The Story of the Harbor* is an exposition of the harbor and its workings.

From the smallest boy and girl who lean over an excavation to the oldest man, the building of a steel structure, be it skyscraper, road, or bridge, is an irresistible sight. The riveter and his gang, derricks up against the sky, masons, bricklayers—all are objects of tremendous interest. The younger observers are interested in the movement and noise. The older try to see what will finally evolve: the Empire State, the George Washington Bridge, or a speedway. For them there are books of the city workers: *Men at Work*, *Skyscraper* (the story of the building of the Empire State Building), as well as a more detailed exposition in *The Story of Skyscrapers*. In *Bridges*, the famous spans that encircle New York come to have more meaning than they have as mere avenues from one side of the river to the other.

Historic interest, engendered by the effort to understand the growth of the city, leads the maturing child back into the distant past. In New York, for example, he can begin in the present with *'Round Manhattan's Rim* which brings in waterfront points of historic, as well as geographic, interest. He comes to parts of the city that are historic, but have only names left as relics—Canal Street, Beaver Street, Battery Place, Maiden Lane. In such stories as *Annetje and Her Family*, *Katrina Van Ost and the Silver Rose*, *Little Old New York*, as well as in a narrative history like *Old New York for Young New Yorkers*, these name places become real, and their part in the growth of the city understood. Back of the place names, too, are remnants of Indian occupation. *Indian Life of Long Ago in the City of New York* makes that past part of the city's heritage. In *Manhattan Now and Long Ago* there is a description of the city before the Indians, which helps the young investigator understand the lanes in the harbor

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In the Magazines

Character Training for Youth. By John Dewey. *Recreation*, June, 1935.

"Character is something that is formed rather than something that is taught." Dr. Dewey points to four powerful influences of character education: A general economic change, with emphasis on appreciation of useful work, security in decent homes, and security for old age; parent education; suitable recreational outlets for young people; and finally the school—mentioned last not because it is least important "but because its success is bound up with the operation of the three others."

What's Behind Naughtiness? By Gertrude Porter Driscoll. *The Parents' Magazine*, June, 1935.

In times of readjustment and change, characteristics become exaggerated. The mature individual anticipates some inevitable difficulties, and by so doing lessens the stress and strain. But events which cannot be foreseen—sudden illness, financial depression, and so on—demand self-control even of adults if their behavior is to remain normal. So also children's behavior problems can be met constructively, and strains avoided or minimized, if the normal age levels of behavior are understood and considered. Dr. Driscoll cites instances of characteristic reactions and types of behavior manifestations from early childhood through adolescence, and suggests ways of solving some of these problems.

Manners, Morals, and Minorities. By Rev. Walden Pell. *Progressive Education*, March, 1935.

In an issue on "Minority Groups and the American School," the Headmaster of St. Andrew's School, Middletown, Del., suggests that our attitudes toward differences in manners and morals give rise to minority treatment of race and color. He illustrates his plea for an attitude which tends to assimilate minorities understandingly with descriptions of his own school.

Emergency Nursery Schools on Trial. By George D. Stoddard. *Childhood Education*, March, 1935.

The establishment of several thousand new nursery schools is justified by a comparison of the minor faults with their overwhelming benefits.

The Challenge of Leisure to the School. By John R. P. French. *Understanding the Child*, June, 1935.

The author points out that education for the wise use of leisure is not a "depression problem;" forward looking educators and sociologists have always been concerned with the problem of helping young people realize that work and play—leisure and creative activity—are not mutually exclusive.

What Can I Do About the Movies? By Edgar Dale. *Journal of the American Association of University Women*, June, 1935.

In this article, addressed primarily to university women, Professor Dale suggests a study that will include such questions as: "What is a satisfactory motion picture for children and young people?" "What are the responsibilities of church, home, school, and community in securing a satisfactory motion picture program?" "What phases of this motion picture program are now being secured in the community and which ones are not?" He urges those who assume leadership in this matter to prepare themselves by securing more than "a bowing acquaintance" with motion picture art.

Building a Guidance Program. By Ethel Percy Andrus. *Occupations*, June, 1935.

In starting a guidance program within his school, the principal must investigate it in terms of a democratic philosophy and build it into the school on that basis. The additional machinery may be simple, the expense negligible; but the counselor must shift his attitude from that of authority and control to that of impersonal but democratic service. In this way youth may be helped to survey his problems, to accept responsibility for his own thinking, and to prepare himself for cooperative citizenship.

When Our Children Marry. By Cécile Pilpel. *The Parents' Magazine*, June, 1935.

This discussion analyzes the presentday economic situation confronting young people of marriageable age and the attitudes and responsibilities of their parents in helping them to meet it. "We can help them, if they need help, to the realization that success in marriage is something to achieve, and that like all other worth while achievements it can come only through sincere effort."

News and Notes

AS THE HOME'S HORIZON grows constantly wider, parents cannot limit their attention to the "me and thee" of themselves and their children. World issues—of government, of economic upheaval, of peace and war, of scientific progress, of ethical and religious conflict—all these are also immediate and inescapable problems for parents and their children. Throughout the Child Study Association's work, the impact of these larger forces, both on practical problems of child training and also on the emotional relationships of family living, is recognized. The family's need for continuous striving toward positive and constructive adjustment is an integral part of the Association's philosophy.

Association Activities— 1935-36

In looking forward to its forty-seventh season, the Association is deeply aware of the significance in the world today of this philosophy—itsself the outgrowth of nearly half a century of work with parents and for children. The year's program, as outlined on the two following pages, suggests how these threads—the child, the family, and the outside world—are interwoven in all the Association's activities: The Study Groups will discuss not only the special needs of children in each age group but also the ways in which children of different ages must face the larger world and the ways in which parents can help them. The Special Courses, both for leaders, teachers, and community workers, will place much of their emphasis on developing a constructive outlook, as well as professional techniques. Particularly in the Symposium Series—with "Women in Conflict" as its challenging topic—a group of speakers who represent many fields of contemporary thought will discuss the emotional and practical adjustments of presentday living as they affect women.

Again this year the Association's season opens with "A Day at Headquarters," at which Study Group Demonstrations will be held. These offer members and others interested an opportunity to discover, by participation, which groups best fill their own needs. There will be demonstrations of all the regular groups, each led by the staff member indicated under the same heading in the study group announcement. At the first lecture meeting of the year, Dr. Caroline Zachry will speak on "What Do

We Know About Adolescents?" and will present some new findings on this difficult period of development. For more detailed announcements of the Study Groups, Special Courses, Lectures and Symposia, and for information regarding other Association activities—Consultation Service, Committees, Library, and Publications—write or phone Association Headquarters.

"Motion Picture Adventures" for Children

Some of the world's most famous explorers will take children with them on "motion picture adventures" in distant lands in a series of entertainments at Carnegie Hall, beginning Saturday, October 12, at 11 a.m. On the first program, Rear Admiral Richard E. Byrd will tell of the experiences of the recently returned Byrd Antarctic Expedition, illustrated by his latest pictures of hitherto unexplored Antarctic territory. Amelia Earhart, Col. Roscoe Turner, Father Bernard R. Hubbard, "the Glacier Priest," and Lowell Thomas are also among the colorful and interesting speakers who, on successive Saturday mornings, will recreate by word and picture, the circumstances of their most daring adventures by sea, land, and air.

New Courses in Child Psychology

Courses of special interest to everyone concerned with family relationships and child guidance have been announced for the fall by the following organizations:

The New School for Social Research will present a special course on the nature and needs of the child, under the direction of Dr. Bernard Glueck and Dr. Edward Liss. The emphasis will be upon the rearing of the normal child; our present knowledge and lack of knowledge in the fields of biology, psychology, and sociology will be weighed in relation to this practical problem. Other mental hygiene courses will be given by Drs. David M. Levy, Frankwood E. Williams, Caroline Zachry, Fritz Wittels, and Olga Knopf.

The New York Psychoanalytic Institute offers advanced students a seminar directed by Dr. I. T. Broadwin on "The Application of Psychoanalysis to Social Work." The contribution of psychoanalysis to the understanding and practical manage-

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CHILD STUDY ASSOCIATION ACTIVITIES 1935-36

STUDY GROUPS

INTRODUCTION TO PARENTHOOD

Six meetings, beginning October 21st
Mondays, from 2:30 to 4 p.m.

RUTH BRICKNER, M.D.

A course for expectant mothers and others interested in the special problems of the inexperienced parent.

Its primary purpose is to interpret and clarify some of the mental and emotional problems of this period as they affect mother, father, and infant.

In addition there will be discussions of the management of routines and of habit training.

Six meetings: three lectures at Headquarters; three observations—at the Maternity Center; Cornell Medical Center; and the Birth Control Clinic.

INFANCY

Mental Development of Infants Management of Routines and Habit Training

Twelve meetings, beginning October 22d
Tuesdays, from 2:30 to 4 p.m.

RUTH BRICKNER, M.D., and others

How may mental and temperamental differences in infants be observed? What significance have such differences in relation to later development?

When should a baby be trained for bladder and bowel control? What should be done about thumbsucking?

What is a reasonable daily schedule for a six-month-old baby?

Should a baby who is not in pain and not wet be permitted to "cry it out" if he protests at being put to bed?

Should babies be trained to "play alone" for an hour or more each day? What toys are suitable for babies?

What are possible and practicable ways by which the mother can arrange to relieve herself in taking care of the baby?

Are there real differences in maternal and paternal love?

EARLY CHILDHOOD

Foundations of Personality and Character

Twelve meetings, beginning October 21st
(Two alternative groups on the same topic)

Section I—Mondays, from 11 a.m. to 12:30 p.m.

MRS. CECILE PILPEL

Section II—Mondays, from 2:30 to 4 p.m.

MRS. ANNA W. M. WOLF

How do children learn? If a habit, good or bad, is once established, will it persist throughout life?

Are rewards and punishments effective?

What shall we do about the child of three who wets his bed? Who sucks his thumb? Who constantly says "No"?

Is nursery school a good thing for a child of three?

How much shall we tell young children about sex?

How normal are sex curiosity and sex play in young children?

When brothers and sisters are jealous, what can parents do?

What can the father contribute to the child's development?

SIX TO TWELVE

The Widening Horizon

Twelve meetings, beginning October 25th
Fridays, from 11 a.m. to 12:30 p.m.

MRS. ANNA W. M. WOLF

Freedom and authority—how can they be adjusted?

What are children's money needs? How should they be met?

Sex differences and functions—what do children need to know?

School adjustments—how can the home help?

Quarreling and teasing among brothers and sisters. Is it inevitable? What can parents do about it?

What are the assets and liabilities of movies, radio, etc.?

Children's friendships—how can parents help to foster them?

What can they do about "undesirable companions?"

Contact with "the seamy side of life." What does "charity" mean to children? How can parents direct their growing awareness of poverty, crime, unemployment, war, etc.?

PARENTS AND CHILDREN

Emotional Problems in Family Relationships: Conflicts, Constructive and Destructive

Twelve meetings, beginning October 23d
Wednesdays, from 11 a.m. to 12:30 p.m.

MRS. CECILE PILPEL

How do "family traditions" influence personality development? Do brothers and sisters have the same "environment?"

How may discord between parents affect children's character?

Is friction in family life ever wholesome?

Where one child is markedly superior to the others, what is likely to happen? How can parents safeguard the situation?

How much companionship and active interest does a son need from his father? A daughter?

What are the gains and losses in the small family of today?

When the mother has an active job or profession, what may be the effect on the children? On the husband?

What should children know about family financial strain?

ADOLESCENCE

The Child Confronts Adult Problems

Twelve meetings, beginning October 21st
Mondays, from 11 a.m. to 12:30 p.m.

MRS. SIDONIE M. GRUENBERG

To what extent are the emotional problems of adolescence caused by physical changes? By social pressures? By strains within the family?

What are the advantages and disadvantages of co-education?

How serious is "petting?" Should parents take strenuous measures? Abdicating control?

What can parents do about such problems as late hours, cock-tails, unchaperoned parties, etc.?

How can conflicts between parents and adolescents on social, economic, political, or religious issues best be met?

Should everyone go to college? Other kinds of training.

How far should the late 'teens participate in adult work?

How can parents aid in vocational choices? What experiences are most helpful? What value have vocational tests?

HEADQUARTERS

1935-36 CHILD STUDY ASSOCIATION ACTIVITIES

SPECIAL COURSESSPECIAL COURSESMEETINGSMEETINGS

FOR LEADERS AND TEACHERS

An Experience in Personality Development*

Ten meetings, beginning October 22d
Tuesdays, from 2:30 to 4 p.m.
MRS. META L. DOUGLAS

A course for those interested in tracing the sources of personality traits. Patterns of emotional reactions from birth on will be discussed in order to gain insight into our behavior, motivations, and ideals. Emphasis will focus on opportunities for personality growth. Our own reactions will be traced as clues to a better understanding of ourselves and of others.

Student-Leaders Seminar*

A Practical Interneship conducted by the Staff

Individualized experience in parent education methods and situations. Each student's plan of work will be arranged by personal conference, and will draw upon the full resources of the Association—Study Groups, Consultation Service, Committees, Library, and staff conferences. Advanced students in parent education at Teachers College, Columbia University, who wish college credits for this seminar, should consult their university advisers.

* Admission to both courses by personal interview.

FOR COMMUNITY WORKERS

Ten meetings, beginning October 24th
Thursdays, from 11 a.m. to 12:30 p.m.

MRS. JEAN SCHICK GROSSMAN, and other Staff Members

Special attention will be given to the psychic stresses of family members under long-continued financial pressure. Fundamentals of child psychology and of parent-child relationships will be studied in order to clarify such problems as habits, truth telling, discipline, money in the home, sex education, and adolescent adjustments. The group will also discuss such questions as the following: How may community workers aid families toward more effective planning and the achievement of deeper satisfactions? What should the attitudes of community workers be toward questions involving fundamental change in the social order itself? How may they help under-privileged groups to take a constructive part in shaping their own destinies?

FEEES FOR STUDY GROUPS, COURSES, ETC.

	Members	Non-Members
ACTIVE MEMBERSHIP	\$10	
STUDY GROUPS—Twelve meetings		
One group	free	\$ 5
Additional groups, each	\$ 3	\$ 3
Intr. to Pregnancy (6 meetings only) free		\$ 3
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Wednesday, November 13th, at 3:00 p.m.
Business meeting and election of officers; informal tea.

WHAT DO WE KNOW ABOUT ADOLESCENTS?

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Dr. Zachry will present the findings of the study which has been carried on under her direction. Other members of the Committee will also participate in the discussion.

Science Contributes— Some Recent Studies of Family Inheritance

(Continued from page 19)

til records of the families were collected, and it was found that inter-family marriages occurred fifty times as frequently among them as in the rest of the population. In another similar study inter-family marriages were one hundred times above expectation. These findings indicate heredity of the recessive kind which is only manifest when both parents (as in these family marriages) themselves carry the same hereditary strains, and so may pass on to some of their children the same recessive gene from both sides.

Another factor which makes human heredity difficult to trace is the enormous disproportion between its possibilities and its realization. Every father and every mother carries countless genes, and the possible combinations resulting from any given mating are nearly endless. But unlike the scientist's experimental families of flowers or fish, human parents, even the most prolific, never produce all the varieties of offspring of which they are potentially capable.

The student of human inheritance can never trace the whole gamut of hereditary variation, but he can study identical heredity as manifested in twins. Identical twins, being the product of a division in a single fertilized egg cell, actually do carry the same genes; not only do they follow parallel courses in normal development but they even tend to be affected by the same disabilities. In attempting, for instance, to establish whether a particular condition was hereditary, research workers found that, in three times as many cases as would normally be expected, if one twin was affected, both were.

Another way of checking on human heredity is by comparing the related and the unrelated members of the same family. Husbands and wives are usually not related in the hereditary sense; but parents and children, and brothers and sisters are. If, in studying a given condition, scientists find that both husband and wife are affected as frequently as are parent and child, or two or more children, they assume that the condition is either a general hereditary trait of all humans, or is due to a common environment. But if parent and children are affected

more frequently than husband and wife, the condition is probably due to the inheritance of a dominant trait; and if several children in a family are affected (though the parents are not) then the condition is probably due to the inheritance of a recessive trait.

This study of related and unrelated persons in the same family has been particularly illuminating in connection with infectious diseases. Tuberculosis, for example, was once assumed to be entirely hereditary because it so often "ran in the family;" its transmission by germs was not established until the tubercle bacillus was isolated. For a time thereafter heredity was entirely discounted. But more recently it has been observed that not every member of a family—all equally exposed to the same bacteria—develops the disease. It is true that this and many other diseases are caused by infection; but it is also true that exposure alone does not always produce the disease. A second element, the susceptible soil—that is, the "constitution" of the individual—must also be taken into consideration. From the most recent evidence, it now seems likely that this factor of susceptibility or immunity is itself hereditary. Science has enormously increased our control of infections, and by adding to our understanding of the relationship between heredity and susceptibility it has given us another line of defense against them.

Nor can we afford to overlook the fact that more effective control of infection will leave hereditary traits freer to develop, and by so doing, will increase their power to influence the actual well-being of every individual. As we master more and more of our environment, what the child is within himself will become increasingly manifest. Since all development is dependent upon the interaction between the inherited capacities of the individual and the conditions under which he lives, environment and heredity are inseparably linked, and each is powerless without the other.

Every human being might well paraphrase Ulysses and say, "All that I have met is a part of me." It does happen sometimes that the hereditary factors are so weighted for good or ill that the environment has small chance to enhance or modify them. But it is at least as often true that environment is the decisive force. Unfavorable surroundings may obscure a normal heredity; and—what is perhaps still more important—a good environment may contribute richly to the development of all that is best in a child's capacities.

Z. C. F.

Parents' Questions and Discussion

(Continued from page 17)

My two girls share a room and as a result I am constantly called upon to settle disputes. One is very neat about her things, and is furious when the other disarranges them. One will not keep quiet when the other wants to read or study. Each complains that the other keeps her awake evenings when she wants to sleep and wakes her mornings. I cannot afford the luxury of separate rooms for them; and I do think that at ten and twelve sisters should be able to room together.

The relationship of those two sisters needs to be improved regardless of the question of separate rooms. Two girls of that age, whatever their temperamental differences, should have enough in common to find much to enjoy together. Therefore, the disagreements you relate, about matters of disarranging things and sleeping hours—matters which cannot be of great concern to a child of that age—suggest the presence of much more deep-seated friction underlying the relationship between them. Is one of these girls much more attractive or more successful or more acceptable than the other, either in your eyes or your husband's? If so, there is very real cause for profound jealousies between them, which can only be met by your own recognition of the situation and your willingness to work on your own attitudes. Each needs to feel that she is equally accepted and loved before she can really "bury the hatchet" with her sister.

Of course, it would be easier to work out such a readjustment if the two did not *have* to be constantly together during this time. Separate rooms would probably help, and you may find it more possible than you think to arrange the matter. Sometimes one thinks one cannot afford things, but finds that for a certain length of time certain sacrifices and rearrangements can be made. Such makeshifts as converting the dining-room to a bedroom or dispensing with a sleeping-in maid so that her room can be given to one of the children might be tried, even at some inconvenience. It may even be worth while to move to a less desirable neighborhood, where more rooms may be had for the same rental. Whatever shift seems most expedient, it will be wise to arrange for separate rooms. By so doing, you will relieve a certain amount of strain and make it more possible to reach the real difficulties which are disturbing the relationship of these two sisters.

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City Eyes

(Continued from page 23)

and the rocky schist upon which the city is built. It is through such quick trips back to the past, through an understanding of the modern city's functions and of the people who live in it today that both the workers and the machines, and their relationship to the child's life become real. Wherever city streets cross each other, there is the starting point to the ends of the earth.

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News and Notes

(Continued from page 25)

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Radio and the Home

Parents and others concerned over the radio as it makes problems in family life will be interested in a new series of brochures on various phases of radio as an instrument in education and culture. This series is being published by the Radio Institute of the Audible Arts, of which Pitts Sanborn is Director; the purpose of the Institute is "to cultivate a broader appreciation of the audible arts and generally to advance from a broader social standpoint the effective utilization of radio today."

Radio and Children by Sidonie Matsner Gruenberg is the most recent of these publications and is perhaps of most direct interest to parents. By analyzing not only children's radio interests but also parents' and children's attitudes toward it, this discussion helps to clarify what are, and are not, "radio problems," and interprets them in relation to the child's own needs, the parents' responsibility for guidance, and the demands of family living. *Radio Programs for Children*, a preliminary guide to current programs prepared by the Radio Committee of the Child Study Association and published by the Institute, supplements this discussion by suggesting programs which, on the whole, measure up to certain standards of good taste. The Committee's selection is based upon at least three criticisms each

for more than one hundred programs. This listing will be brought up to date early in November.

Other brochures in this series include *The Use of Radio in Leisure Time* by Lyman Bryson, *The Educational Program* by Merrill Dennison, *Music as Presented by the Radio, Men and Radio Music*, and *Radio Music for Boys and Girls*, by Peter W. Dykema. In addition to these pamphlets, the Institute also publishes lists of talks and musical programs. Its publications may be secured from its headquarters, at 80 Broadway, New York.

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The Editors' Page



CHILDHOOD was once looked upon primarily as a training period for adult life, and the whole duty of a child was thought to be the storing up of knowledge and standards for future use. More recently the "child-centered" theory of education has advanced the view that each phase of childhood is self-contained, and that the duty of the parent is to help the child "live for today"—live each period of his development intensively.

THE TREND toward interpreting child training in terms of capacities and needs at various levels of childhood, rather than on the basis of preconceived adult standards, has done a great deal to make all our ideas of education more realistic, and by so much has enriched children's daily experience of living. The findings of psychology and physiology have made important contributions to this point of view by giving us an authoritative gauge of what we may fairly expect of a child at any given time. But in comparing him with his age group we must guard against laying too heavy emphasis on either shortcomings or precociousness. Though this may be asking a great deal of ourselves as parents, we must try to see him in terms of himself, and to hold out for him whatever further achievement he can attain through his own efforts and with a growing sense of his own worth. Only so will his steps toward maturity progress harmoniously.

CONTINUITY is perhaps the most significant characteristic of growth; it implies both a past and a future. In childhood—and for that matter, throughout life—each "level" emerges gradually out of that which has just passed and merges almost imperceptibly toward that which is about to be. Nor is maturity itself a static ideal; rather, it is a progressive adjustment between the individual and the demands of life. This in turn gives to maturity a quality of dependableness. The very thought is comforting; we can desire nothing better for our children than this capacity to live richly in the present and purposefully for the future.

Ruth Bricker, M. D.

CHILD STUDY

A JOURNAL OF PARENT EDUCATION

VOL. XIII

NOVEMBER, 1935

No. 2

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